

# AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, MO., DECEMBER 9, 1889.

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U. S. BUREAU OF EDUCATION

No. 12.

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Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, MO., DECEMBER 9, 1889.

No. 12.

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—SHAK.

CHICAGO is not all sordid all selfish—all for mere show and glitter. Some of the aspects of that busy, city life, reveal the noblest and highest conceptions of duty and of Christian Citizenship. Conspicuous among these, which properly attract the attention of the whole country, is the magnificent gift of a great fortune, for the most beneficent purpose, as revealed in the will of the late John Crearer; a plain, modest man, of humble birth, living for years in a plain, unostentatious way; standing behind and supporting a zodiac of beautiful charities, girdling them with his love and care and sympathy—these asylums, hospitals, ragged schools, churches, individuals—these monuments tower higher, in their white light of splendor, when war shall be but a legend and the epauletted hero withers to dust, and his name shall be no longer a memory, even.

John Crearer, of Chicago, gives \$2,000,000 for the establishment of a free public library in that city, in addition to all his other bequests. At the same time he gives \$100,000 for the erection of a colossal statue of Abraham Lincoln.

Only a short time since another distinguished citizen of Chicago, Mr. Walter L. Newberry, gave \$3,000,000 for a Reference Library, with ample provision for its enlargement from time to time. Such donations and events make epochs in our lives—cleave clear through all this strata of selfishness and seeming indifference, and lay bare the core of our one brotherhood and humanity—a rift in the

calm eternity of God—revealing Him.

These books and these libraries are in reality the richest possession of men. What a wondrous and new contiguity, with what perpetual closeness they link the past and the distant to the present. In the library—among good books—we find ourselves in an atmosphere of virtue and truth—in the presence of august intelligences, arrayed in stainless garments, and holding converse with the recorded judgments of all, that in the past was worthy of preservation—we cannot err in thinking that it is good for one, for all to be there.

Milton said: "A good book is the precious life-blood of a master spirit embalmed, and treasured up on purpose to a life beyond life."

Frequently the greatest benefaction a man can bestow upon the people is to place these treasure tomes of wisdom within the reach of all.

How regally and royally such benefactors live on, immortal in this world as well as the next.

#### GRAND OLD MISSOURI!

"My State stands on me to defend—  
Not to debate."

—SHAK.

PEOPLE, capital, brains, faith, energy, industry, largely diversified seem to be the new order of things in "Grand Old Missouri," under the impetus given by the increased school facilities and by our solid, progressive, wide-awake young Governor.

For the six months ending June 30, 1889, according to an official report made by Hon. A. A. Lesueur, Secretary of State, there were 299 new manufacturing and business companies incorporated in Missouri, with an average capital of \$80,000 each, or a total estimated capital of \$18,940,000. There were also incorporated 27 banks, 12 railroads, 6 street railroads, 3 telegraph companies, 28 building and loan associations and 53 benevolent, religious and scientific associations, or a total of 431 corporations, with a total estimated capital of \$27,000,000, one half of which is required by law to be paid up before a certificate is issued.

This of course means a very large and increased circulation of money among the people; it means more intelligence, more communication, more newspapers, better schools, longer school terms—and certainly it ought to mean—must mean—better compensation for our more than nine thousand teachers.

Are we all awake to these tokens of progress, to this increase of wealth, to the importance of better school facilities?

We hope so! We shall be glad to hear from our educators as to enlarged plans and increased compensation of all our teachers for the coming year.

REMEMBER one thing and teach it: that whatever is worth having in this world has got to be paid for.

THE real teacher—not the hired school keeper—traces out these invisible influences that play and interplay into the lives of the children the highest ideals, and with a sort of prophetic spirit links the invisible and visible thread into a strand, bending life to permanent laws of moral as well as intellectual progress.

OUR teachers will find in Dickens much that will enrich and swell the heart with love and sympathy for the highest ideals. In addition to all this it will greatly enlarge and enrich your vocabulary of good English.

#### SCIENTIFIC TEMPERANCE EDUCATION.

"Ask God for temperance—  
That's the appliance only  
Which your disease requires."

—SHAK.

FIVE hundred or more able-brained women, representing 250,000 other women in every State and Territory in the Union all engaged in a determined battle against the saloon, is what one sees at the great Annual Convention of the Woman's Christian Temperance Union, in session in Chicago a few days since.

Probably no one Department among the forty in which these women are working, is more directly in the line of accomplishing the purposes of the organization, than the Department of Scientific Temperance Instruction, of which Mrs. Mary H. Hunt of Massachusetts is the originator and prime mover.

A large map of the United States, hung on the walls of the Convention building, represents in white the territory covered by Temperance Education laws, and in black that which is without.

A long list of books on which appears the names of some noted Scientific Authors, and of at least five of the leading Publishing Houses, besides other smaller ones, sets forth the names of a dozen or more manuals of instruction which have been submitted to the supervision of the Superintendent of this Department, Mrs. Hunt, while in preparation, and have received her endorsement because of their satisfactory teaching on this subject.

It has probably never before been given to any one person to lead a movement which is destined to tell so much on the future as this. Only a genius for influencing public opinion and for organizing and directing undisciplined and widely scattered forces could have given so great an impetus to so great a movement in so short a time.

The following are extracts from the report of this Department:

Within seven years the legislatures of 27 States and the National Congress have made the science of temperance a mandatory study in the schools under their control. Only

eleven States now remain without this legislation. Long before the next decade closes Scientific Temperance will be a compulsory study in every public school in this Republic.

The lack of a variety of suitable school manuals to teach this topic seemed an insurmountable obstacle at first. To urge the exclusive adoption of the first books that met the need, and, as long as they were the only ones that did this, to oppose unworthy books, urging their revision, was an obvious, though not pleasant duty; that is no longer imposed for the revision of defective books and the preparation of other good ones is the great victory for Scientific Temperance of this year.

As a result of our unflinching refusal for four years to endorse books on this topic that fell below our standards, and of the hard work of the past year, we now report as many good, well-graded temperance physiologies, bearing our endorsement because conforming to our standards, as there are school text-books on most other topics. These are issued by different publishers and among their authors are names known to national and international fame.

We have now four series we commend, each consisting of a well-graded primary, intermediate and high-school book. The "Pathfinder Series," published by A. S. Barnes & Co.; the "Eclectic Physiology Series," published by Van Antwerp, Bragg & Co.; "The Union Physiology Series," published by Ivison, Blakeman & Co.; "The Authorized Physiology Series," published by D. Appleton & Co.

In addition to these we have several individual books, an intermediate book entitled, "A Healthy Body," by Charles H. Stowell, M.D., of the State Medical University, Ann Arbor, Mich.; "Dulaney's Standard Physiology," published by W. J. C. Dulaney, Baltimore, Maryland; and a High School Physiology now in press by Dr. H. Newell Martin, F. R. S., Johns Hopkins University.

The best laws and the best books are useless without interested teachers, but each year shows the teachers more ready to adopt practical methods as fast as they are developed and presented. This year teachers are reported as doing more and better work than ever before.

While it is yet hardly time to look for results from this work, reports coming from all parts of the country testify that public opinion is being influenced by what is taught in the schools, that classes of people inaccessible by other instrumentalities are being reached: that in many cases the habits of parents are being changed, and that a generation is in training for whom the saloon will have no attractions. These results are most marked where those laws are best enforced with our endorsed text-books in the hands of the pupils.

Give us time enough and good-bye to the hallucination abroad in the land that there is something good in alcohol for beverage purposes, and good-bye to the saloon that cannot exist after that hallucination is dispelled.

The great events in history that we call progress have been the slow fruitage of seeds of truth sown in the human mind. A little more than five hundred years ago Wycliffe translated the Bible into English. Volumes were chained to reading desks in open churches and the printing press that followed gave truth a wider hearing. As surely as Luther and the Reformation were the sequel of the open Bible in the language of the people, as surely as constitutional liberty followed the Magna Charta and the printing press, so surely will alcohol be abolished from the habits of the people who have learned through the schools of its evil nature and effects, and so surely will the overthrow of the saloon follow the enactment of these Scientific Temperance Laws and the study of these temperance text-books, both of which are echoes of the primordial decree, "Let there be light."

Y. Z.

LET US RISE UP INTO A CLEAR COMPREHENSION OF OUR WORK AS TEACHERS; IT IS NOT SMALL OR TRIVIAL. THERE IS NO SPOT WHERE MEN AND WOMEN ACT—NOTHING THAT WE DO THAT IS INSIGNIFICANT. THE LEAST TRANSACTION IN THE SCHOOL HAS A MORAL CAST, AND EVERY WORD REVEALS AND REACHES ON INTO SPIRITUAL RELATIONS.

THESE grave problems which grow out of these new conditions of suffrage and ignorance of vice and crime, must be looked into and solved in a just and righteous way; an ignorant person cannot do this work. Intelligence pays and ignorance costs.

THESE noble and tender and humane sentiments which this gifted soul has clothed for us in melodious words, bringing sunshine and melody into the hearts and homes of all the people—is it not a great thing—a good thing—to secure these fifteen volumes of Dickens' complete works for our teachers, all of the four hundred thousand of them, to circulate them?

Sent *postpaid* to any and all for less than seven cents a volume. See page 14.

How Dickens has brought home to the hearts of all the noble doings, feelings, endurance and daring of the entire roll of the more than fourteen hundred characters he has illustrated. What a reinforcement of an English vocabulary this gives to all our teachers.

YES, you illustrate, illuminate and reinforce yourself and your pupils, too, in every branch of study, by the reading of Dickens' works. They are so light to handle in the flexible covers

we send, that you can catch them up at any and all times; mark passages; read them for one or five minutes; lay them aside and go on again. No topic nor subject nor character nor cause, but what you will find touched upon by this wonderful and unrivaled genius.

Then, too, they are so cheap, you are not afraid to use them or to *lend* them; and giving of this sort does not impoverish, or withholding make rich.

WHAT MATTERS IT TO THE REAL TEACHER IF WE DO NOT FOLLOW HIM—HE FLAMES ON; PERHAPS YOUR EYE CANNOT BEAR THE SUNLIGHT. WE PITY YOU; THIS LIGHT IS TO GROW BETTER; PREPARE FOR IT.

#### THE OTHER SIDE.

"Pray—  
For your fair safety."

—SHAK.

DICKENS reveals the other side and the deeper side too of his great Christian heart, in the letters he addressed to his sons on their leaving home. The father's heart poured out its deepest affection, its tenderest Christian pathos, as follows:

"YOU WILL REMEMBER," he says to both, "that you have never at home been wearied about religious observances or mere formalities. You will therefore understand the better that I now most solemnly impress upon you the truth and beauty of the Christian religion as it comes from Christ himself, and the impossibility of your going far wrong if you humbly but heartily respect it. Similarly I impress upon you the habit of saying a Christian prayer night and morning. These things have stood by me through my life; and remember that I tried to render the New Testament intelligible to you and lovable to you when you were a mere baby. And so God bless you.

EVER YOUR AFFECTIONATE FATHER,  
CHARLES DICKENS."

OUR COMMON SCHOOLS HAVE NOT YET HAD A CHANCE TO DO THEIR BEST WORK—but an immense glory crowns this nation for the work done thus far in them, notwithstanding the limited means and the fault-finding of those who ought to know better. Hence we shall continue in the future as in the past, to affirm the *good* of them, and let the enemies and other fools belittle their work. We see enough of its influence and value to be very grateful and very hopeful. We shall help, and not hinder the work of our four hundred thousand teachers.

THE COMMON SCHOOL PUTS AN END TO BARBARISM. THE CHILDREN GO THITHER TOGETHER; THEY STUDY TOGETHER; THEY RECITE TOGETHER; THEY MEASURE EACH OTHER; LEARN TO KNOW AND RESPECT EACH OTHER IN THEIR RIGHTS AND DUTIES; THIS THEY DO; THIS IS THEIR TASK; THEY ARE ACCOMPLISHING THIS TO AN EXTENT BY WHICH THEY REPAY A THOUSANDFOLD

THEIR COST TO THE STATE AND THE NATION. BARBARISM AND CASTE HAVE NO PLACE AND NO PROVISION UNDER OUR DEMOCRATIC FORM OF GOVERNMENT. THE COMMON SCHOOL LEVELS UP ALL THE TIME AND NOT DOWN.

#### CHRISTMAS GIFTS.

"Gifts that heaven shall share."

—SHAK.

JUST THE THING! BUT, OF COURSE, YOU DID NOT KNOW IT, FOR WHERE IS THE MAN WHO "KEEPS POSTED" ON FEMININE FANCY-WORK?

ONE OF THE "SWEETEST" OF CHRISTMAS GIFTS THIS YEAR IS TO BE THE EMBROIDERED BOOK-COVER.

FIND OUT YOUR FRIEND'S FAVORITE AUTHOR, THEN GET A COPY IN FLEXIBLE COVERS WHICH CAN EASILY BE SLIPPED INTO AN OUTSIDE COVERING OF SILK, PLUSH, VELVET OR LINEN, ORNAMENTED WITH EMBROIDERY OR PAINTING. I HAVE IN MIND NOW AN ADMIRER OF DICKENS' CHRISTMAS TALES WHO WOULD BE "PERFECTLY CHARMED" IF SANTA SHOULD BRING HER A VOLUME BOUND IN MODEST GRAY LINEN WITH A SPRAY OF GOLDEN ROD AND WOOD VIOLETS ETCHEDED BY HER MUCH LOVED "ROSE."

Since Dickens' works are read and enjoyed by so many people, this gift of fifteen volumes in this flexible binding, with the AMERICAN JOURNAL OF EDUCATION, puts within our reach many beautiful and useful presents for Christmas-tide.

SO WE THANK THE EDITOR, AND WISH HIM A MERRY CHRISTMAS, ALTHOUGH HE DID NOT KNOW THE FAVOR HE WAS DOING THE LADIES IN SENDING US THE FIFTEEN VOLUMES OF DICKENS' COMPLETE WORKS IN THESE FLEXIBLE COVERS.

ROSE OF TANGLEWOOD.

SHERMAN, TEX.

#### A SOLUTION.

"THE COUNSEL SMELLS OF NO COWARDICE."

—SHAK.

WHY IS NOT THIS A STEP AND A RIGHT STEP IN THE DIRECTION OF A SOLUTION OF THE RACE PROBLEM.

MR. J. C. NAPIER, A SON-IN-LAW OF HON. JOHN M. LANGSTON, OF VIRGINIA, AND ONE OF THE LEADERS OF THE COLORED RACE, MADE AN ADDRESS LATELY, IN WHICH HE REFERRED TO THE RACE PROBLEM AS FOLLOWS:

"MANY SCHEMES OF COLONIZATION, EMIGRATION, AND EVEN EXTERMINATION, ARE PROPOSED FOR THE SETTLEMENT OF THIS QUESTION, BUT THEY ARE ALL CERTAIN TO COME TO NAUGHT AS PROJECTED. THERE IS ONLY ONE WAY TO SETTLE THIS RACE PROBLEM, AND THAT IS BY THE GOLDEN RULE. THERE IS ONLY ONE PLACE TO SETTLE IT, AND THAT IS RIGHT HERE IN THE LAND WHERE A JUST AND ALL-WISE GOD HAS PLACED US. THIS COUNTRY BELONGS TO WHOMSOEVER GOD PLACED UPON IT, AND JUST SO FAR AS THE BLACK MAN MAKES HIMSELF A GOOD AND WORTHY CHRISTIAN CITIZEN, IT BELONGS TO HIM AS MUCH AS TO THE WHITE MAN. THE NEGRO ASKS NO MORE FOR HIMSELF THAN HE IS WILLING TO GRANT TO OTHERS. WHERE HIS VIRTUE, HIS WORTH AND HIS INTELLIGENCE ENTITLE HIM TO PROMOTION AND DISTINCTION UNDER THE LAWS OF THIS LAND, HE DEMANDS THAT IT BE GIVEN HIM WITHOUT REGARD TO HIS COLOR."

## ARKANSAS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

S. M. MATHERS, Little Rock. .... Editors.  
J. B. MERWIN. ....

ARKANSAS subscribers who have secured Dickens' works in our flexible binding, are greatly pleased with the results of their investment.

ALABAMA subscribers would fill up the whole JOURNAL with their friendly and favorable comments on our Premium of Dickens' complete works in flexible covers, if we could spare the room. Thank you.

Yes our schools ought to teach more the "art of reading."

THIS literature of power, which you get in Dickens' works, leads on to movement, to sympathy, to action—it is not like dipping spoons into bowls when the intellectual part of the repast has been omitted. It is not warm water diluted.

THIS hand-to-mouth manner of judging all these great questions of education, is a very dangerous tendency. We are able to engage the very best teachers; we are able to compensate properly and handsomely; we are able to keep the common schools open nine months out of the twelve in all the States; we are able to educate the more than six millions of illiterates growing up as a menace to our institutions. We are not able to do less than this—for in doing this we secure both the means to do more than this at the same time we secure the prosperity and safety of the people.

Is it not a fact, that a great deal of so-called "school knowledge" is almost dead lumber in the mind? Why does it not take root and grow? Certainly the children are drilled—if not over-drilled—the machinery is almost perfect. What is it but a dead "method"—an exaltation of means unto an end? Our education should be conducted so as to impart a real wholesome hunger for books—for more reading—more information. Dickens leads on in this direction and to this very condition, enlarging the vocabulary, and feeding the imagination with the very best material.

It is "blocks of four" that now secure Dickens and read him, and this JOURNAL, a year, at the cost of only fifty cents each, sent *postpaid*.We wish *ten millions* of our young people would secure and read him, and *ten millions* of the older people would do the same while we can furnish the fifteen volumes on these terms. Sent, as you see, *postpaid*, for less than 7 cts. a volume. See page 14.

P. S. You might show this offer to your friends and so do a great good.

Hosts of people are already acting upon this suggestion with the best results.

WELL, suppose we should limber up a little in our schools on this Gradgrind and clatter of spelling books, cyphering books and grammar books, and cultivate a little more feeling and imagination, and apply these rules and develope these somewhat along with the intellect—should we not, all of us, be better off?

Refresh your school and yourself too now and then with an extract or two from Dickens. Your teaching and your life would be vastly and permanently enriched by such an addition to the monotony of school work.

THE imagination is the greatest of all educational forces. It is essential to the highest success in learning—in politics, and in commercial and business life. Our schools tend rather to repress this. Get a set of Dickens and read it, and let the children read it, and it will not only help to counteract this, but refresh the hours and dry facts of arithmetic and grammar. Let the two factors of fact and fancy be cultivated together. No trouble about tardiness or attendance if you enrich the school hours with extracts from this wonderful genius every day.

READ Dickens, and this vicious rubbish of the dime novel will soon come to be intolerable and unbearable among the young. Our teachers do a great work when they take these fifteen volumes into their school, or into the homes of the people.

## FROM A TO Z.

"O boys, this story,  
The world may read in me."

—SHAK.

WE all had to get what we have in about the same way; but "how interesting reading is!"

In chapter nine of "Great Expectations" you get a glimpse of how some people value this accomplishment.

"You are oncommon in some things. You're oncommon small. Likewise, you're a oncommon scholar."

"No, I am ignorant and backward, Joe."

"Why, see what a letter you wrote last night. Wrote in print even! I've seen letters—ah! and from gentlefolks!—that I'll swear weren't wrote in print," said Joe.

"I have learned next to nothing, Joe. You think much of me. It's only that."

"Well, Pip," said Joe, "be it so or be it son't, you must be a common scholar afore you can be a oncommon one I should hope! The king upon his throne, with his crown upon his 'ed, can't sit and write his acts of Parliament in print, without having begun, when he were a unpromoted prince, with the alphabet—ah!" added Joe, with a shake of the head that was full of meaning. "and began at A too, and worked his way to Z. And I know what that is to do, though I can't say I've exactly done it."



## LET TEACHERS AND SCHOOL-OFFICERS

## REMEMBER, THAT IN THE SCHOOL-ROOM

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

Address: **J. B. Merwin School Supply Co.,**  
MANUFACTURERS AND DEALERS IN SCHOOL SUPPLIES OF ALL KINDS

No 1120 Pine Street,

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THIS common school, for which we plead, is a school of pure democracy. Each child measures himself or herself with every other child, and each takes their place on their merits. It embosoms and unfolds the germ and ideal of the State constantly in all its work and outcome.

DID you read *David Copperfield*? Dickens says: "Of all my books, I like this the best. It will be easily believed that I am a fond parent to every child of my fancy, and that no one can ever love that family as dearly as I love them. But like many fond parents, I have in my heart of hearts a favorite child. And his name is DAVID COPPERFIELD."If we make the acquaintance of these *fourteen hundred* characters in Dickens' works, we shall have a rich and rare companionship with which to travel life's journey. No matter what our occupation may be, we shall find few better companions than these which Dickens reveals and interprets.

No, we shall not have the good fortune to hear Charles Dickens read his own works; but you and I may have and own and read, and re-read at our leisure the complete works of this wonderful genius, and so possess a literature second to none in richness, variety, wit, humor and pathos, that the world ever saw. See page 14 and show it to your friend too, if you please. There need be, there should be, no more "book-less" houses on the American continent after this.

There will not be, if all our four hundred thousand teachers do their duty—now.

COL. STEVENS of the *Columbia Herald*, President of the Missouri Press Association, has called a meeting of the Editors of the State, in January next, to discuss the practical part of their business from a practical standpoint. The meeting is to be held in St. Louis.

We are promised earlier mailing of Dickens' complete works to our subscribers, after this.

BESIDES your own fun and profit, think what a profit and a blessing you confer on your friends by introducing them to over *five thousand* pages of such wit and wisdom as you find in these stories in the fifteen volumes of Dickens' complete works, which we send you, postpaid, to any office in the United States for less than 7 cts. a volume.

People used to pay \$2.00 to hear Dickens' read from them for an hour.

We send them *all* to you post-paid, and the JOURNAL for a year, for \$2.00, the price of a single ticket paid to hear this wonderful man an hour. You and your friends too, can read and re-read him over and over again. See page 14.

ENTHUSIASM in the right way and for the right course, wins. Doubt and fear and unbelief loses. "He that believeth not shall be damned," is a literal truth in the commercial world as well as in the religious realm.

#### THE 80 PER CENT. LAW.

"Examine me,  
Upon the knowledge of my life."

—SHAK.

EDITORS AMERICAN JOURNAL OF EDUCATION: Not long since your correspondent visited a school-room where quite a number of candidates were undergoing the ordeal of "passing an examination" for permission to wield the rod and instruct in the three R's.

The questions and problems with which they were wrestling were spread upon the blackboards surrounding the room. They were supposed to have emanated from the State Superintendent, and were in the main fair and to the point; but I am not the only one who failed to perceive the bearing that quite a number had upon common school work.

Take, for instance, the first two upon the subject of Geography. (Copied from memory, and may not be correct, *verbatim*.)

1. Name the trunk railroad lines of Mo.

2. Name the geological era and characteristics of life pertaining to each.

All present, from students from our State institutions of learning to professionals grown gray in the service—or at least a collegiate—viewed No. 2, with a blank stare, which seemed to ask: "What is meant? I supposed all our railroads had been constructed in the tertiary period. Or, if it is required of us to name the stratas of formation revealed in the cuts, from what source are we to learn where the upper or lower Silurian, the Devonian, the oolite, cretaceous, the miocene or eocene, is found while constructing the grade?"

All this information may be highly necessary in our common schools, and primary departments of graded schools, where heretofore teachers have been restrained in their efforts

to the inculcation of "cat," "rat," and kindred subjects. All are required to come up to the standard of 80 per cent.

A very wide range—one might think wide enough to satisfy a western stock man—is open to the answers to the second part of the question. As to the "characteristics of life," one might ask, what life is meant?—that ancient class that has passed into the realms of paleontology? or that aboriginal type found by the pioneer surveyors and engineers of our railroad lines, and represented by the genera "moss-back," opossum, lizard, centipedes, etc? or the higher and later types found in the transient cowboy and contemporary broadhorns, the English tourist, and commercial drummer? or the still later class of resident farmers, merchants and school-ma'ms that are now probably contingent to each and every one of our railroad lines—both trunk and branch?

In some States, a distinction is made in the requirements of teachers intended to perform different grades of work. But our Solons have legislated that the same qualifications are necessary in the primary department as in the principal of a school of three or four departments; in the teacher of the backwoods' district with a term of four months or less, at \$30 per month, as in an advanced district with eight months' school and salary at \$70 to \$80.

In Wisconsin, a grade of 80 per cent. is required to get a first grade certificate, while 15 or 20 per cent. less will procure a second grade, and still lower a third grade certificate.

I think our legislature did well in abolishing the third grade. But the present law, as it is applied in the country at least, is setting school boards and teachers "all at sea," as a local paper expresses it.

The commissioner told me, at the instance of the examination above referred to, that he thought not many would be able to make the required grade; yet probably each one had a school engaged, and a school, too, where nothing but the "common branches" were to be taught.

A FRANKLIN CO. PEDAGOGUE.

By the use of our "Aids to School Discipline" teachers will soon double the attendance of pupils. These Aids will interest pupils and parents alike, in the work done in the school-room—they will prevent tardiness and absence.

Those who have used them, and so thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.

EXPERIENCE gives us facts on which we base our conclusions and actions.

It is more this than knowledge by which we move the world forward and onward as teachers.

WITH intelligence universal—the unexpected is apt to break out anywhere and at any time. When Jay Gould, Russell Sage, Sydney Dillon and some other capitalists, called on Edison, he glanced at them, and just then a new idea flashed upon him, and he went after that and embodied it, and then came back and asked if those paupers had gone?

REMEMBER that it is far less the severity and learning of the teacher, than the aptness of the pupil that secures the best result of the lesson.

The teacher cannot make bricks without straw any easier than any other person.

TEACH the children that those who live, must be prepared for the vicissitudes of life, and that real life consists in the strength which triumphs over these.

YOUR reading is fuel to the mind; and the mind once on fire, all material will feed the flame—if only it have combustible matter in it. Dickens is full of this combustible matter—wit, pathos, sentiment, knowledge, illustration—all helping to enlarge and enrich your vocabulary. The mind that is not awake will find a well-stocked library a barren wilderness.

NEXT in value to him who gives us a new truth, is the teacher who prompts us to search for more.

PLEASE to write your name very plain; also your postoffice address plain—name of postoffice, county and state—then you will be sure to get the JOURNAL and your Premium.

AH, what mysterious foot prints of genius is revealed in these complete works of Charles Dickens. Out of the darkness of past centuries come these inheritances of passion, pain and poverty—these environments of evil—that chain and blast and blacken the lives of innocent children. What a teacher, and what a revealer of the results of wrong doing these volumes become in the hands of an intelligent teacher or community. Every one would be largely the gainer by these pictures set in such frames as Charles Dickens has fashioned in these fifteen volumes of his complete works. We send them all to you, postpaid, for less than 7 cts. a volume! See page 14.

Does he do it? Did Dickens dismiss any part of himself—by writing his books? He says we cannot quite realize "how an author feels as if he were dismissing some portion of himself into the shadowy world, when a crowd of the creatures of his brain are going from him forever."

He multiplies himself a *million-fold* when he interprets for us, this "shadowy world," and we put it into print so that "The Million" can read it and re-read it again and again.

See page 14.

## LADIES

Who Value a Refined Complexion

MUST USE

## POZZONI'S

MEDICATED

## COMPLEXION POWDER.

It imparts a brilliant transparency to the skin. Removes all pimples, freckles and discolorations, and makes the skin delicate by soft and natural. It contains no lime, white lead or arsenic, no three shades pink or flesh, white and brown.

FOR SALE BY

All Druggists and Fancy Goods Dealers Everywhere.  
**BEWARE OF IMITATIONS.**

YES—thousands of people paid \$2.00 cheerfully to hear Dickens read his stories for an hour only. We send them to you post-paid, so you can have them to read all your life for \$2.00, and your friends can read and enjoy them with you too.

The flexible binding is so strong, it will last for all time, and they cost so little you can afford to lend them often. Please do this, for when people once read them, they will not rest until they own them when they can be had with this JOURNAL for a year all postpaid for \$2.00. See page 14.

YES, the universal testimony of those who are using our **Aids to School Discipline** is, that their use will more than double both the attendance and interest of pupils.

Address, with stamp, for samples and circulars, THE J. B. MERWIN SCHOOL SUPPLY CO., 1120 Pine St., St. Louis, Mo.

BECAUSE we do not know or at all realize the length and breadth of this work of the common school, we rather limit and hinder and cut them down. This is a short-sighted blindness, because we cripple the producing capacity of the people by this sort of thing.

We waste time and money when we hire a *cheap* teacher; when we poorly equip a school-room.

The time of the pupils goes on; they get but little from an incompetent teacher and a poorly-equipped school-room; and the school-time of life once passed, never comes again. Yes, "parsimony towards education is liberality towards crime."

EACH teacher represents at least, the sum total of all the work done by the more than four hundred thousand teachers of the United States.

Parts of a great host are we, marching up the avenue with the giants of the human mind. If we could at once see the results of this work, we should be more astounded than we are now terrified by what we do not see.

## TEXAS EDITION

### American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MERWIN..... } Editors.

YES, people reproach the common school—a few, because it does not do enough—more, because it does too much. The sun is too luminous for moles.

THE common school will be maintained and enlarged. In its vigor and variety, it gains power and influence constantly. Its teaching of obedience, its training into habits of industry, economy and co-operation, gives it strength and permanency.

AH, what glimpses Dickens gives us of the dim horizon beyond—those windows of imagination opening out upon reality. How vivid, how great—how hearts love, souls suffer, how cold the night is, and how dreary—how bright the sunshine!

THESE teachers do us an inestimable service. They kindle a flame that outshines the stars of destiny, and change the face of epochs.

WHEN we realize what is going on in every district school-house in the land; realize what the common school purposes to do for every child—it dilates and grows splendid; our hearts beat with admiration and gratitude over the results achieved, and we resolve that at all events *that must stand*—it does stand and will stand as one of the noblest symbols of the Republic.

#### A GREAT SERVICE.

"His counsel now  
will do thee golden service."  
—SHAK.

HON. O. H. COOPER, State Superintendent of Public Instruction in Texas, says:

That "No greater service can be performed for public education than to effect what is contemplated in the following suggestions:

1. Evidence shows that wherever wise plans have been adopted for systematizing instruction and classifying pupils in country schools, they have tended in those places to improve the attendance of the pupils, making it larger and more regular.

2. It checks the tendency to the constant changes of teachers.

3. It lengthens the terms in many schools, making them in elementary ones more uniform in this respect.

4. In some districts it has already aided in correcting the evils arising from too great a diversity of text books.

5. It removes, more than any other expedient, the irregular and unbalanced culture, limited though it be, of many of the older pupils.

6. This system requires that the pupil's mind shall be symmetrical developed, and that he shall be adequately fitted for practical life in all the common branches. It serves to prevent the advancement of pupils to higher courses of study, when not entitled to such promotion by their attainments and scholarship. It supplies a most powerful incentive for the pupil to complete the full course of elementary studies. Too often the case occurs that they are compelled to pursue the same parts of the same subjects term after term, until all ambition is dead, and no serious effort is made to advance in knowledge.

#### A definite

##### COURSE OF STUDY

helps the pupils to do more work in a given time, as it divides the work into successive steps, and thus shows them how much they must accomplish and how fast they are progressing.

It decides for each incoming teacher, by the complete records which are kept, what branches each pupil is prepared to take up at the opening of the term, and it guides the teacher in arranging the programme for the recitations and the hours of study for all the pupils in the school.

#### 7. It

**EDUCATES THE PEOPLE** of the school districts, both parents and school trustees, so that they will soon demand that the instruction given their children shall be more systematic and complete.

8. Upon proper trial many teachers become enthusiastic in the support of this scheme, and in the changed condition of their schools they perform more satisfactory work before their classes.

#### 9. It assists each

**COUNTY SUPERINTENDENT** in ascertaining the precise instruction given in each school, and it enables him, when adopted throughout his county, to direct more judiciously the entire work done in the schools therein.

10. It induces economy in school management, as it reduces, by establishing thorough classification, the number of daily recitations usually held in our country schools.

11. It encourages the use of the most approved methods of teaching every step of the several branches usually pursued in these schools, and therefore the employment of the teachers who are best versed in these methods.

12. It prepares the school to be governed more easily, as it provides the most influential motives to guide the pupils in their work.

13. Children moving from one district to another experience less difficulty in finding their proper position in the new school, as the instruction in all the districts is quite uniform on account of the grading.

14. It prepares the way for the formation of *High Schools* in towns or

villages, by the graduation of pupils in the studies of the common school course."

THESE volumes of Dickens are tools of knowledge, of conversation, of conduct—vastly enriching and enlarging your vocabulary, widening your thought, extending the horizon of your imagination and your life.

DICKENS was one of the few great geniuses in the world who has written great books.

BETTER read "Captain Cuttle" in Dickens" and follow his advice in reading—"when found make a note of it."

WHAT a great thing it is, and what a great thing it will be, for our teachers to be remembered by helping at least to initiate their pupils and the people into this grand temple of human sympathy and help, found in the fifteen volumes of Dickens' complete works for—

"The best things any mortal hath  
Are those which every mortal shares.  
The grass is softer to my tread,  
For rest it yields unnumbered feet;  
Sweeter to me the wild rose red,  
Because it makes the whole world sweet."

THIS key to the freedom of thought is never more to be lost. Every boy and girl in the common school has one, and the secret of intelligence is to be unlocked; its power and glory is now to be a common blessing, a common inheritance.

#### A SUCCESS.

"Doubt not that success  
Will fashion like events in better shape."  
—SHAK.

**EDITORS AMERICAN JOURNAL OF EDUCATION:** There could not be a more practical, harmonious and successful school of teachers, than that recently held at Decatur, Texas. I say successful. This term should be qualified, for the success of all our Institutes is relative. (1.) The time is too short; (2.) There is too much lecturing; (3.) Too much time is spent quibbling over *petty things*; (4.) The reliance is placed upon the dry husks of text books.

Another evil, very natural; an evil nevertheless; is, "Wonder if I'll get a certificate?" The spirit is sacrificed for the letter.

One thing is especially true of our normal: the work was practical and free from long-winded lecturing by the conductors. There were no twenty-four pounds discharged at humming birds, making a tremendous noise but bringing down no game.

The only lectures we had—and they were both able and interesting—were, on Civil Government, by Judge Donald and Hon. T. A. Fuller; on Methods by J. S. Tomlin; and on Psychology, by Dr. J. Baldwin.

The number of teachers enrolled was forty-nine; about thirty-five of these were *first grade*. Those who are

not already subscribers, I believe will subscribe for some one or two Educational Journals, and invest a few dollars occasionally in professional books.

Many of the teachers we had were principals of our best country schools in the county towns. How shall we ever reach those outside, who so much need these drills?

Prof. W. H. Alexander did valuable service in teaching and showing how to teach. He is a host on devices and tactics. He is one of the foremost young scions of the Sam Houston Normal corps.

Our Normal will be long remembered for the season of good-will and newborn aspirations. May success rest upon the teachers of Wise County and the State of Texas. Respectfully,

J. S. TOMLIN.

#### DICKENS' WORKS.

"Think how I may do thee good,  
And be inheritor of thy desire."  
—SHAK.

AS teachers we can readily appreciate the advantages and utility of these flexible bindings, that unite durability with lightness and ease of handling. I flatter myself that the Editor of the AMERICAN JOURNAL OF EDUCATION offered this valuable premium to meet the needs of the teachers of the United States.

One does not tire of Dickens and lay the book aside after one reading. The characters are to us living personages whom we want to meet again and again.

Then, too, they cost so little—less than *seven cents* a volume—that all can now secure them.

A teacher's trunk is often a substitute for a library or book-case, and these flexible covers are just the thing. They occupy little space, are not heavy, and the owner of a set can always have them on hand.

Out of the school as companion on a stroll through the woods, to read while resting in the shade of a tree or swinging in a hammock, nothing quite equals them.

In the schoolroom we find them convenient, Friday afternoons, when we contrast our pupil's delightful school-life with poor little "Nicholas" under the tyrant "Squeers," or introduce them to "David Copperfield" and "Peggotty."

The book can be held easily in one hand, and the teacher, without weariness, read a chapter. Then, if Tom or Susie become so deeply interested as to wish to finish the tale, this handy little volume can in a twinkling be slipped into the pocket and carried with no inconvenience. In this way it can visit many homes, and a taste for good reading be cultivated.

One can not estimate the good that may be done if each happy possessor of these fifteen volumes will be as generous to others as the donator of them has been to us. Pass them along the line, dear fellow-teachers, and see if you do not get more real enjoyment from them than if they were bound in purple and gold velvet.

S. ROSELLA KELLEY.

DICKENS has emotion, instinct, the true voice, the right tone for each person and place — the whole multitude: England, with its greed and clamor, with its philanthropy and helpfulness and benevolence; more than fourteen hundred of its phases of life and character are revealed and interpreted in these fifteen volumes of Dickens' complete works.

What a great thing it is for our teachers to take all these *five thousand pages* and place them within reach of pupils and parents. Who can estimate the value of such a benefaction?

Of course you look over page 14 of this issue of the JOURNAL.

You could not afford to miss the offer made there. Please show it to your friends, too.

CLUBS of four, in large numbers, from many States, have secured and are now reading the fifteen volumes of Dickens' works. It only costs 50 cts. each if four take it. A *million* we hope will on these terms get and read these fifteen volumes.

#### ARKANSAS.

"The fashion of the world is to avoid cost—And you in this, encounter it."

—SHAK.

ONE of the leading educators in Arkansas, writes us from St. Paul, Ark., in regard to our great offer of a complete set of Charles Dickens' Works in fifteen volumes with the AMERICAN JOURNAL OF EDUCATION. He says, that such an offer 'I think it a move that can be made of the greatest interest and greatest profit to the public and to the teachers in connection with your AMERICAN JOURNAL OF EDUCATION, at the price named. Surely, when before could teachers in the land obtain for the price of only *one day's service* all of Dickens' Works, Dickens'; the *Inimitable Dickens*; whose pathos and comedy have caused more tears to flow and more laughter of the side-aching variety; Dickens, whose quotations are even more common than Shakespeare throughout Christendom to-day!

I judge your readers are availing themselves extensively of this opportunity not only in this but in all the states. Though your premium list may not be as long as the "moral law;" this one offer is ample to all lovers of good reading!

Fifteen volumes, delivered to any postoffice in the United States, for less than 7 cts. per volume! It seems almost incredible that this can be done — yet we have the complete set so delivered.

The JOURNAL deserves the patronage of all sympathizers with free education as offered by our common schools and advocating, as it does, the highest compensation to competent teachers!

May we all live to see its high aims early attained and its earnest editor

enjoying some of the fruits of the noble and disinterested sentiments set forth in every issue, is the wish of a constant reader.

H. L. A.

OUR teachers and the people, too, begin to scent out the real design and to appreciate the value of this effort of the AMERICAN JOURNAL OF EDUCATION, to place a set of Charles Dickens' complete works in the hands and homes of the humblest citizen at the farthermost extremity of the Continent, *postpaid*, for less than seven cents a volume!

If this effort does not wean both the old and the young from the vicious "dime novel" and its degrading influence, then we must conclude that the whole nature is already vitiated. Hence, our teachers and the people, too, send for them. Maine, California, Florida, Oregon and Canada. Seeing the far-reaching influence of this effort, they second it; they order these fifteen volumes in sets of ten, twenty and thirty.

One teacher from Texas sends in fifty-seven orders. Only think of fifteen volumes of Dickens' complete works sent, *postpaid*, for less than seven cents each in connection with the AMERICAN JOURNAL OF EDUCATION for one year. See page 14.

#### DAKOTA.

"Methinks there is much reason in hissayings." —SHAK.

PROF. O. P. RIDER makes some timely and valuable suggestions as to how to interest the people in the great work our teachers are doing and at the same time secure a good library.

He says:

"I studied the taste of the people and found that they were great lovers of public entertainment, especially something humorous; this of course was all right.

Putting these two things together, viz: The wants of the people and our ability to supply those wants, I gave notice, with consent of my pupils, that our regular monthly rhetoricals would be given in the city hall in the evening and that an admission of 10 cts. would be charged, the proceeds to be applied to a library fund."

The first entertainment was a great success, being spoken of very highly in the city paper. The others were more of a success because the admission fee was twenty-five cents instead of ten cents. We even had more people at twenty-five cents apiece than at first at ten cents, for the same kind of entertainment. I think that advertising and our good reputation was the cause of this. Then too the people always enjoy anything they pay for.

The result of our efforts have been that in place of one Webster's dictionary we now have Appleton's cyclopedia, six annuals, an index volume, about seventy-five volumes of standard works in History, Biography, and Fiction. This any one can see makes

a comfortable little library for any school.

Every school can make such a start as this, with similar results for good to all concerned; the pupils, the parents, the tax-payers and the teachers. We hope every school in the Northwest will inaugurate such a movement as this without delay.

You see how cheap you can secure a set of Charles Dickens' complete works in fifteen volumes, sent postpaid to any address in the United States, for less than 7 cts. a volume. See page 14.

#### MRS. BROWNING said:

"We get no good  
Being ungenerous even to a book,  
And calculating profits . . . so much help  
By so much reading. It is rather when  
We gloriously forget ourselves and plunge  
Soul-forward, headlong, into a book's profound,  
Impassioned for its beauty and salt of truth;  
'Tis then we get the right good from a book."

Read "Dickens" in this spirit, and you get a new baptism of human love — a new inspiration for your work as a teacher, and for all other good work too. Pass your volumes of Dickens along; let others read them and get the rich, racy flavor of love and helpfulness which these characters impart.

Yes, these teachers are the champions of intelligence. The common school is its reservoir.

#### GEORGIA.

"Your helps are many." —SHAK.

FROM the able and extremely interesting report of Hon. James S. Hook, State School Commissioner of Georgia, we make the following extracts:

Section 1, paragraph 1, Art. VIII. of the Constitution in the words following. (It is mandatory to you, and I know you will give heed to its voice): "There shall be a *thorough* system of common schools for the education of children in the elementary branches of an English education only, as nearly uniform as practicable, the expenses of which shall be provided for by taxation or otherwise. The schools shall be free to all children of the State, but separate schools shall be provided for the white and colored races." I am quite sure it will be your aim to make the system of common schools thorough, as the Constitution requires, and this department will gladly carry into practical operation, so far as it may, all laws you enact with this view.

Separate schools for the white and colored races have already been provided, and the already given table shows the *rapid increase* of pupils attending both, since the year 1870. I call special attention to this table, which shows only 42,914 white and 6,664 colored children at school in 1871 and in 1887 208,865 white and 133,429 colored at school."

The Commissioner pays the following handsome tribute to the school officers and teachers of the State. He says:

"I have had in my efforts to carry out this law in good faith strong support and encouragement from the very intelligent members of the Board of Education and the

COUNTY SCHOOL COMMISSIONERS throughout the State, who, though some of them have dissented from some features of the law and my construction of it, are nevertheless de-

voted to the great cause, and have acted in harmony with my efforts to enforce the law. I take pleasure in making acknowledgments to these school officials in all the counties for their, useful, frank, and often very valuable suggestions that have, from time to time, been made during the progress of our official intercourse, and that often have been very helpful to me. The great body of teachers have also laid me under obligations by their kindness and kind suggestions, and I thank them."

Commissioner Hook says:

"THE TEACHER is, next to the minister of God, the most *important figure* moving on the stage of our secular and social life. He trains the young minds and hearts, and thus becomes the first lieutenant of the parents of every home in the land. His character should be without stain, his intelligence should be large, his temper and manners kind, courageous and genial, and his bearing fully equal to the heaviest of the high and responsible duties imposed upon him. There be many in our midst fashioned after this type, I am proud to say."

#### OBJECT TEACHING.

IT is a settled *fact* in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher **MORE** than DOUBLED, because *so much more* can be done by both the teacher and the pupils within a given time.

#### WHAT IS THE COST?

Only *ten cents per year*!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be *ten cents* per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of *Blackboard* surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

**ILLINOIS**  
EDITION  
**American Journal of Education.**

\$1.00 per year in advance.

E. N. ANDREWS, Chicago....., J. B. MERWIN ..... Editors.

THE spirit of the common school, when properly understood and developed, is like the soul of man a prolongation of light into the infinite—nay more—on into the eternal day.

THERE is such a reality to this wrong we are doing to six millions of illiterates that chastisement shall lay hold upon it and if necessary we shall be coerced into duty. It is better to go forward without this chastisement, and by adequate appropriations, State and National, to educate these illiterates into a law-abiding, self-productive citizenship.

PEOPLE are now paying large prices for Dickens' letters even, when we send you and your friends too—if they want them—his complete works in fifteen volumes, and this JOURNAL one year, all postpaid, for \$2.00.

If you should show this offer to your friends, so they could secure these fifteen volumes while they can be sent so cheap, how everlastingly grateful they would be to you.

We give you the hint, so that you can not only do good, but *get good*. See page 14

THESE "twaddle mills" turning out vicious literature for girls and boys will find their occupation gone when all our friends call attention to our offer on page 14 of Dickens' complete works. This is a good thing to do.

You get the whole fifteen volumes of his complete works sent to you, postpaid, for less than 7 cts. a volume!

A GOOD collection of books (Dickens' complete works in fifteen volumes will give you a good start in this direction) has been well called the college of the Nineteenth Century." Our schools should begin *now* to teach the value as well as the art of reading. Dickens' works are good to practice on; they are cheap, interesting, instructive, social, moral, political, religious, historical; touch all trades, all professions and all phases of human society. See page 14, and please call the attention of your friends to this offer too.

They will thank you for it.

JOSEPHUS said: "We interest ourselves more about the education of our children than about anything else, and hold the observance of the laws and rules of piety they inculcate as the weightiest business of our whole lives."

THESE books—the bread of the mind—they are yours for the least trifles, bread of the mind and bread for the mind.

**NEBRASKA.**

"As if allegiance in their bosom set, Crowned with faith and constant loyalty."

—SHAK.

HON. GEORGE B. LANE, State Superintendent of Public Instruction, Nebraska, in his last interesting report, makes a strong statement of the value and necessity for COUNTY SUPERVISION.

He says:

"The supervision of schools is well known to be the one grand and indispensable agency in the conduct of any and all systems of public education.

In proportion to the competency and faithfulness of the County Superintendents, other things being equal, will be the thoroughness and efficiency of the schools, or, in other words, the largeness and continuity of attendance and the excellence of the teaching. This must necessarily be the case, since supervision deals with, and removes the essential causes of all remediable difficulties affecting the interests of the schools. This cannot but be evident when the duties of the Superintendent are considered.

It is the duty of a School Superintendent to impress upon parents, guardians, school officers and pupils the importance of education; to convince the people that an education is the *richest earthly heritage* they can confer upon their children; and that without it, their children must commence and continue the work of life at *immense disadvantage*.

He says:

"Many instances may be cited in which the attendance on the schools of cities and towns has been increased by the single influence of the Superintendent, and the agencies created by him, from five to twenty per cent. in two years time, and the efficiency of the instruction more than doubled during the same period.

It may be said that these good results may readily follow supervision in the cities and towns, yet in the country districts, supervision may not be of like value. But this doubt is entirely without foundation. The truth is that school supervision is not only more necessary, but is also relatively much more valuable in the country districts than in the cities and towns."

Superintendent Lane's "Course of Study for Country Schools" is one of the most complete and satisfactory yet published.

We have been called upon frequently the last year for copies of this most useful and excellent pamphlet.

THESE teachers draw aside the curtains of ignorance and reveal and interpret for us a marvelous—nay more, a divine creation. All worthy are such revealers.

**RECENT LITERATURE.**

**A REVIEW.**

THREE volumes of *The Century Magazine*, covering the period from May, 1888, to October, 1889, are before us for notice. We take up the first volume out of which *The Century Magazine* was born, and contrast the first bound volume with this one from May to October, 1889. We have never missed an issue, from No. 1, Vol. I., November, 1870, down to November, 1889.

The modest No. 1, Vol. I., contrasted in print, illustration and binding with the Oct. issue 1889, shows such an advance as to command attention at once to the great superiority of the latter over the former. It is in reality the bound volume XXXVIII, New Series, Vol. XVI, May to October, 1889. This volume contains 960 Pages and 435 Illustrations, of which 35 are Full-page Pictures, including Frontispiece Portraits of Molire, Tennyson, Corot, and Chief-Justice Marshall. "A history of Abraham Lincoln, by John G. Nicolay and John Hay." This history has grown in importance with each succeeding issue of the magazine. We have occasionally seen a hint thrown out that we "have had enough of this," but as this colossal figure recedes, it will, for all coming time, assume in the minds of the lovers of liberty and of a free government, larger and grander proportions. The man; the time; the issues involved; the problem solved—are all of them of such transcendent importance that we cannot know too much of this "history."

The two men who write this "history" stood nearer to Abraham Lincoln in this awful ordeal than any others now living. They narrate events as they occurred consecutively from day to day, with a glimpse of the personnel of those who shaped these events, of which Abraham Lincoln was the central figure; and, so far as human calculations go, the moving spring. They do not—they need not—land Abraham Lincoln; future historians in after ages will take care of that fame the glowing splendor of which will light up the centuries as they pass.

The table of contents of the last volume alone would fill two or three columns of the JOURNAL; but we desire to direct attention more particularly to the special features which give to these three volumes an importance as yet but faintly realized by the people of the United States.

We refer of course to this record of "Nicolay and Hay"—remarkable as it is, for what it gives us—it is quite as remarkable for what it omits!—or fails to give us. Just how the "history" of Abraham Lincoln can be written with so much "omitted," will seem still more remarkable; for these omissions will compel others sooner or later to go into some of these important details. Perhaps, these two gentlemen felt obliged to confine themselves within certain limits; but on a question of such supreme importance as the preservation or destruction of our present form of government—the preservation or destruction of the American Union, with its hopes and its possibilities—to undertake to confine the history of its attempted destruction within the limits of this brief "history" thus far developed, involves such an omission, and so much of an omission as to very materially detract from the wisdom and power and greatness of Abraham Lincoln. These gentlemen must know that the Hon. Wm. H. Seward, undertook by a stroke of "diplomacy"—and no one will question the fact that Wm. H. Seward was a consummate "diplomat"—Mr. Seward undertook to settle the questions involved, and so stated publicly that he could and would do it in "ninety days," if Mr. Lincoln would allow him to do it.

Mr. Chase also had very clearly defined and pronounced convictions that if Mr. Lincoln would allow him to do it, he could take care of the whole matter and arrange the whole question on a basis satisfactory to all. Mr. Simon Cameron was sure his way was the best—and if Mr. Lincoln would allow him to have his way, he could settle the affair not only to his own satisfaction but to the satisfaction of the people—and so on.

The complications, inordinate ambition and intrigues of these men, each to thwart and defeat the aims and schemes of the other, and so secure the chief places, must all be revealed and clearly stated before this "history" can be completely written.

Mr. Nicolay and Mr. Hay must both be aware of these facts—facts, which caused such serious complication and "factions" and divisions in the Cabinet councils of Mr. Lincoln as to almost paralyze his efforts for months—that these complications within were for a time more formidable and perplexing than the complications among the military forces outside the Cabinet. These gentlemen must know, too, that these Cabinet ministers were constantly undervaluing the intellectual force and power of President Lincoln—were entirely in their action at cross purposes with him; they must know that these Cabinet ministers could not see how or why this "rall-splitter" should come "into the kingdom in such a time as this," while they, with their experience, their knowledge, and their wisdom, should act as "a mere clerk"—as one of them expressed it—to this "unsophisticated Westerner."

These gentleman must know, that as these complications multiplied within political circles—for political reasons—that President Lincoln could not and did not for months have either the counsel or moral support of the leading members of his Cabinet. But with all these defections and complications within—with the rivalries and jealousies and defeats without—President Lincoln bent his energies and applied his consummate abilities "to preserve the Union," and accomplished the task. So we say we cannot know *too much* about such a personage—and great and important as this "history" is, it is yet so meagerly written that we are kept at the threshold with a glimpse, only a glimpse, at the structure reared by this simple, honest, but austere personality.

Who will open the door and reveal to the people of this nation and the nations of the earth, the full stature of this statesman, this patriot. Lowell tells us that to shape such an one, nature

"For him her Old-World molds aside she threw, And, choosing sweet clay from the breast of the unexhausted West

With stuff untainted shaped a hero new, Wise, steadfast in the strength of God and true, How beautiful to see once more a shepherd of mankind indeed, Who loved his charge, but never loved to lead: One whose meek flock the people joyed to be. Not lured by any cheat of birth, But by his clear-grained human worth, And brave old wisdom of sincerity. Here was a type of the true elder race, And one of Piutarch's men talked with us face to face."

D. C. HEATH & Co., of Boston, send us the *The State*; or, "Historical and Practical Politics," by Woodrow Wilson.

We were fortunate enough to make the acquaintance of this author, some time since, by his invaluable work on "Congressional Government," and we most strongly commend not only "The State," but the previous volume of Mr. Wilson.

Legislators, the people, the teachers, will find it very profitable, not only to consult often, but to become very familiar with the works of this scholar and statesman.

This work, *The State*, is a fundamental and exhaustive discussion of the questions involved in Statehood; questions which men, and women too, ought to know all about; questions upon which we vote—or fail to vote—and so smart for, and pay roundly for our lack of intelligence. The work is divided into sixteen chapters, and these subdivided in a sort of "topical analysis," in which the statements of principles are made with clearness and fullness, for which the author almost apologizes in his preface. We rather regret we do not have more, instead of less, of such wisdom as Mr. Wilson packs in the 680 pages of this valuable and remarkable volume.

ANOTHER work bearing upon the same subject has been issued by the Publishers, Silver, Burdett & Co., Boston, entitled "Institutes of Economics," by Elisha Benjamin Andrews, D.D., LL.D., President of Brown University.

As we have not yet attained to a "fixedness" on this subject in this country, we are not apt to know too much about—value, money, interest, wages, profits, etc. The paragraph captions, students and others will find, we are sure, not merely a mnemonic convenience, but a most efficient help in grasping the science which the distinguished writer tries to unfold and elucidate.

These works are a valuable and timely addition to those who are seeking information on these abstruse themes.

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*The Arena* says, "there never has been a time when so many vital, social, ethical and political questions have pressed upon society as at the present hour; great issues that seriously involve the very life of our free institutions, as well as the moral and social well-being of society. We are passing through a crucial period; the past with its prejudices and the future with its aspirations are in deadly conflict."

*The Arena* Publishing Co., Boston, Mass.

*How to Read, Recite, and Impersonate*, by E. B. Warman, published by W. H. Harrison, Chicago, is also a capital book on a subject of much importance.

IN the *Century* for November Joseph Jefferson tells how "out of keeping" the artist's thought a natural angel would be in Chicago! as follows:

"The dome was pale blue, with pink and white clouds, on which reposed four ungraceful ballet girls, representing the seasons, and apparently dropping flowers snow, and grapes into the pit. Over each season there floated four fat little cherubim in various stages of spinal curvature.

My father, being a scenic artist himself, was naturally disposed to be critical, and when the painter asked his opinion of the dome, he replied: "Well, since you ask me, don't you think that your angels are a little stiff in their attitudes?"

"No, sir, not for angels. When I deal with mythological subjects I never put my figures in natural attitudes; it would be inharmonious; a natural angel would be out of keeping with the rest of the work."

In the December *Century* he tells a curious story of a moonlight performance of "The Lady of Lyons" and "The Specter Bridegroom," in a Mississippi barn. One old lady in the audience audibly insisted that the lovers in "The Lady of Lyons" should be "allowed their own way," and a stalwart young farmer warned the villain not to interfere again, "if he knew what was best for him."

These stories are so well told, that they are "as good as a play" and better, too, for you can read them and re-read them again to your friends.

SILVER, BURDETT & CO., Publishers, Boston, send us Gen. Thos Morgan's *Studies in Pedagogy*, which bears the stamp of careful observation and independent thinking. This work is so practical in its suggestions, vigorous in style, admirable in spirit, it cannot

fail to be of essential and permanent service to the four hundred thousand teachers of the United States.

THE CENTURY CO., New York, put up in an attractive form, in fine binding and illustrations, *Daddy Jake, the Runaway*, and other stories, by "Uncle Remus," or Joe Chandler Harris.

These Dialect Stories embody some of the "traditions" of the former slaves in the South, and it is well to preserve them thus.

We get the genuine, unadulterated plantation patois here, of which there will only be traditions in a few years more—hence, we shall hold on to "Uncle Remus" in his fine clothes and life-like illustrations.

EX-MINISTER EDWARD J. PHELPS, in his article on the "Age of Words," in *Scribner's* for December, says of contemporary fiction: "The everlasting repetition, through countless thousands of volumes, of the story of the imaginary courtship and marriage of fictitious and impossible young men and women; and when all conceivable incidents that could attend this happy narrative are used up, and the exhausted imagination of the narrator refuses any further supply, then in their place an endless flow of commonplace and vapid conversation, tending to the same matrimonial result, until it is clear that the parties, if they were real, would talk themselves to death—this is the staple of what is now well called as fiction, because it never could exist in fact. What a food for an immortal mind to live on, year in and year out, as its principal literary nourishment! And what sort of mental fibre is it likely to produce?"

A timely question this. The mental and moral fibre must of course be at a low ebb. Why not take our set of Dickens' complete works, sent to any post-office in the United States, for less than 7 cts. per volume. This JOURNAL one year and the full set of Dickens for \$2.00.

ADAM SMITH will scarcely answer as an authority on questions of political economy or political ethics in 1890.

Among the striking pages in a recent book, by David A. Wells, on the business and economic changes incident to the introduction of modern machinery, is one which points out many of the inventions, discoveries, etc., now in common use, which have either wholly, or very nearly so, been made within fifty years, which, when one reads it through, seems to contain nearly everything which distinguishes civilization as we know it from barbarism.

Another page calls attention to the fact that whereas in Adam Smith's day he considered it a very wonderful thing that ten men with division of labor and "improved machinery" could make 48,000 pins in a day, nowadays three men can make 7,500,000 superior pins in the time.

What is all this but another way of showing the advantage of intelligence over ignorance—of the results and outcome of the work being done so constantly by the teachers in all our schools—but another proof that intelligence pays and ignorance costs.

HERE is the great versatile intellect of Dickens, gifted far beyond that of most of us, with the results of his life-time of patient study and thought; with his imagination opening to the beauty of life and revealing to us character and its results, such as we get in no other writer that has ever lived. Yes—the teacher or friend who takes this into the neighborhood and makes it accessible to the people—who can estimate such a good or the on-reaching influence of it—a library of over fourteen hundred characters of itself in these fifteen volumes, sent to you, postpaid, for less than 7 a volume. See page 14.

HERE is one of the finest minds gland has yet produced, giving us the best wisdom of present and past ages. Put it into your school and let it work on there.

## ILLINOIS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago.....} Editors.  
J. B. MERWIN .....} Editors.

THE spirit of the common school, when properly understood and developed, is like the soul of man a prolongation of light into the infinite—nay more—on into the eternal day.

THERE is such a reality to this wrong we are doing to six millions of illiterates that chastisement shall lay hold upon it and if necessary we shall be coerced into duty. It is better to go forward without this chastisement, and by adequate appropriations, State and National, to educate these illiterates into a law-abiding, self-productive citizenship.

PEOPLE are now paying large prices for Dickens' letters even, when we send you and your friends too—if they want them—his complete works in fifteen volumes, and this JOURNAL one year, all postpaid, for \$2.00.

If you should show this offer to your friends, so they could secure these fifteen volumes while they can be sent so cheap, how everlastingly grateful they would be to you.

We give you the hint, so that you can not only do good, but *get good*. See page 14

THESE "twaddle mills" turning out vicious literature for girls and boys will find their occupation gone when all our friends call attention to our offer on page 14 of Dickens' complete works. This is a good thing to do.

You get the whole fifteen volumes of his complete works sent to you, postpaid, for less than 7 cts. a volume!

"A GOOD collection of books (Dickens' complete works in fifteen volumes will give you a good start in this direction) has been well called the college of the Nineteenth Century." Our schools should begin now to teach the value as well as the art of reading. Dickens' works are good to practice on; they are cheap, interesting, instructive, social, moral, political, religious, historical; touch all trades, all professions and all phases of human society. See page 14, and please call the attention of your friends to this offer too.

They will thank you for it.

JOSEPHUS said: "We interest ourselves more about the education of our children than about anything else, and hold the observance of the laws and rules of piety they inculcate as the weightiest business of our whole lives."

THESE books—the bread of the mind—they are yours for the least trifles, bread of the mind and bread for the mind.

## NEBRASKA.

"As if allegiance in their bosom sat, Crowned with faith and constant loyalty." —SHAK.

HON. GEORGE B. LANE, State Superintendent of Public Instruction, Nebraska, in his last interesting report, makes a strong statement of the value and necessity for COUNTY SUPERVISION.

He says:

"The supervision of schools is well known to be the one grand and indispensable agency in the conduct of any and all systems of public education.

In proportion to the competency and faithfulness of the County Superintendents, other things being equal, will be the thoroughness and efficiency of the schools, or, in other words, the largeness and continuity of attendance and the excellence of the teaching. This must necessarily be the case, since supervision deals with, and removes the essential causes of all remediable difficulties affecting the interests of the schools. This cannot but be evident when the duties of the Superintendent are considered.

It is the duty of a School Superintendent to impress upon parents, guardians, school officers and pupils the importance of education; to convince the people that an education is the *richest earthly heritage* they can confer upon their children; and that without it, their children must commence and continue the work of life at *immense disadvantage*.

He says:

"Many instances may be cited in which the attendance on the schools of cities and towns has been increased by the single influence of the Superintendent, and the agencies created by him, from five to twenty per cent. in two years time, and the efficiency of the instruction more than doubled during the same period.

It may be said that these good results may readily follow supervision in the cities and towns, yet in the country districts, supervision may not be of like value. But this doubt is entirely without foundation. The truth is that school supervision is not only more necessary, but is also relatively much more valuable in the country districts than in the cities and towns."

Superintendent Lane's "Course of Study for Country Schools" is one of the most complete and satisfactory yet published.

We have been called upon frequently the last year for copies of this most useful and excellent pamphlet.

THESE teachers draw aside the curtains of ignorance and reveal and interpret for us a marvelous—nay more, a divine creation. All worthy are such revealers.

## RECENT LITERATURE.

## A REVIEW.

THREE volumes of *The Century Magazine*, covering the period from May, 1886, to October, 1889, are before us for notice.

We take up the first volume out of which *The Century Magazine* was born, and contrast the first bound volume with this one from May to October, 1889. We have never missed an issue, from No. 1, Vol. I., November, 1870, down to November, 1889.

The modest No. 1, Vol. I., contrasted in print, illustration and binding with the Oct. issue 1889, shows such an advance as to command attention at once to the great superiority of the latter over the former. It is in reality the bound volume XXXVIII, New Series, Vol. XVI, May to October, 1889. This volume contains 960 Pages and 435 Illustrations, of which 35 are Full-page Pictures, including Frontispiece Portraits of Molire, Tennyson, Corot, and Chief-Justice Marshall. "A history of Abraham Lincoln," by John G. Nicolay and John Hay." This history has grown in importance with each succeeding issue of the magazine. We have occasionally seen a hint thrown out that we "have had enough of this," but as this colossal figure recedes, it will, for all coming time, assume in the minds of the lovers of liberty and of a free government, larger and grander proportions. The man; the time; the issues involved; the problem solved—are all of them of such transcendent importance that we cannot know too much of this "history."

The two men who write this "history" stood nearer to Abraham Lincoln in this awful ordeal than any others now living. They narrate events as they occurred consecutively from day to day, with a glimpse of the personnel of those who shaped these events, of which Abraham Lincoln was the central figure; and, so far as human calculations go, the moving spring. They do not—they need not—land Abraham Lincoln; future historians in after ages will take care of that fame the glowing splendor of which will light up the centuries as they pass.

The table of contents of the last volume alone would fill two or three columns of the JOURNAL; but we desire to direct attention more particularly to the special features which give to these three volumes an importance as yet but faintly realized by the people of the United States.

We refer of course to this record of "Nicolay and Hay"—remarkable as it is, for what it gives us—it is quite as remarkable for what it omits—or fails to give us. Just how the "history" of Abraham Lincoln can be written with so much "omitted," will seem still more remarkable; for these omissions will compel others sooner or later to go into some of these important details. Perhaps, these two gentlemen felt obliged to confine themselves within certain limits; but on a question of such supreme importance as the preservation or destruction of our present form of government—the preservation or destruction of the American Union, with its hopes and its possibilities—to undertake to confine the history of its attempted destruction within the limits of this brief "history" thus far developed, involves such an omission, and so much of an omission as to very materially detract from the wisdom and power and greatness of Abraham Lincoln. These gentlemen must know that the Hon. Wm. H. Seward, undertook by a stroke of "diplomacy"—and no one will question the fact that Wm. H. Seward was a consummate "diplomat"—Mr. Seward undertook to settle the questions involved, and so stated publicly that he could and would do it in "ninety days," if Mr. Lincoln would allow him to do it. Mr. Chase also had very clearly defined and pronounced convictions that if Mr. Lincoln would allow him to do it, he could take care of the whole matter and arrange the whole question on a basis satisfactory to all. Mr. Simon Cameron was sure his way was the best—and if Mr. Lincoln would allow him to have his way, he could settle the affair not only to his own satisfaction but to the satisfaction of the people—and so on.

The complications, inordinate ambition and intrigues of these men, each to thwart and defeat the aims and schemes of the other, and so secure the chief places, must all be revealed and clearly stated before this "history" can be completely written.

Mr. Nicolay and Mr. Hay must both be aware of these facts—facts, which caused such serious complication and "factions" and divisions in the Cabinet councils of Mr. Lincoln as to almost paralyze his efforts for months—that these complications within were for a time more formidable and perplexing than the complications among the military forces outside the Cabinet. These gentlemen must know, too, that these Cabinet ministers were constantly undervaluing the intellectual force and power of President Lincoln—were entirely in their action at cross purposes with him; they must know that these Cabinet ministers could not see how or why this "rall-splitter" should come "into the kingdom in such a time as this," while they, with their experience, their knowledge, and their wisdom, should act as "a mere clerk"—as one of them expressed it—to this "unsophisticated Westerner."

These gentleman must know, that as these complications multiplied within political circles—for political reasons—that President Lincoln could not and did not for months have either the counsel or moral support of the leading members of his Cabinet. But with all these defections and complications within—with the rivalries and jealousies and defeats without—President Lincoln bent his energies and applied his consummate abilities "to preserve the Union," and accomplished the task. So we say we cannot know *too much* about such a personage—and great and important as this "history" is, it is yet so meagerly written that we are kept at the threshold with a glimpse, only a glimpse, at the structure reared by this simple, honest, but austere personality.

Who will open the door and reveal to the people of this nation and the nations of the earth, the full stature of this statesman, this patriot. Lowell tells us that to shape such an one, nature

"For him her Old-World molds aside she threw, And, choosing sweet clay from the breast of the unexhausted West

With stuff unsainted shaped a hero new, Wise, steadfast in the strength of God and true.

How beautiful to see once more a shepherd of mankind indeed,

Who loved his charge, but never loved to lead: One whose meek flock the people joyed to be.

Not lured by any cheat of birth, But by his clear-grained human worth, And brave old wisdom of sincerity.

Here was a type of the true elder race, And one of Plutarch's men talked with us face to face."

D. C. HEATH & CO., of Boston, send us the *The State*; or, "Historical and Practical Politics," by Woodrow Wilson.

We were fortunate enough to make the acquaintance of this author, some time since, by his invaluable work on "Congressional Government," and we most strongly commend not only "The State," but the previous volume of Mr. Wilson.

Legislators, the people, the teachers, will find it very profitable, not only to consult often, but to become very familiar with the works of this scholar and statesman.

This work, *The State*, is a fundamental and exhaustive discussion of the questions involved in Statehood; questions which men, and women too, ought to know all about; questions upon which we vote—or fail to vote—and so smart for, and pay roundly for our lack of intelligence. The work is divided into sixteen chapters, and these subdivided in a sort of "topical analysis," in which the statements of principles are made with clearness and fullness, for which the author almost apologizes in his preface. We rather regret we do not have more, instead of less, of such wisdom as Mr. Wilson packs in the 660 pages of this valuable and remarkable volume.

ANOTHER work bearing upon the same subject has been issued by the Publishers, Silver, Burdett & Co., Boston, entitled "Institutes of Economics," by Eliza Benjamin Andrews, D.D., LL.D., President of Brown University.

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Come again, my brother, with further, higher, diviner revelations of this blessed life and this blessed spirit.

Another article of great present value in *The Arena*, is that by Rabbi Solomon Schindler, of Boston, on "The Study of History in the Public Schools." We fear to attempt extracts; we should not know just when or where to stop. Every teacher and educator should read it.

*The Arena* says, "there never has been a time when so many vital, social, ethical and political questions have pressed upon society as at the present hour; great issues that seriously involve the very life of our free institutions, as well as the moral and social well being of society. We are passing through a crucial period; the past with its prejudices and the future with its aspirations are in deadly conflict."

*The Arena* Publishing Co., Boston, Mass.

*How to Read, Recite, and Impersonate*, by E. B. Warman, published by W. H. Harrison, Chicago, is also a capital book on a subject of much importance.

IN the *Century* for November Joseph Jefferson tells how "out of keeping" the artist's thought a natural angel would be in—Chicago! as follows:

"The dome was pale blue, with pink and white clouds, on which reposed four ungraceful ballet girls, representing the seasons, and apparently dropping flowers snow, and grapes into the pit. Over each season there floated four fat little cherubim in various stages of spinal curvature.

My father, being a scenic artist himself, was naturally disposed to be critical, and when the painter asked his opinion of the dome, he replied: "Well, since you ask me, don't you think that your angels are a little stiff in their attitudes?"

"No, sir, not for angels. When I deal with mythological subjects I never put my figures in natural attitudes; it would be inharmonious; a natural angel would be out of keeping with the rest of the work."

In the December *Century* he tells a curious story of a moonlight performance of "The Lady of Lyons" and "The Specter Bridegroom," in a Mississippi barn. One old lady in the audience audibly insisted that the lovers in "The Lady of Lyons" should be "allowed their own way," and a stalwart young farmer warned the villain not to interfere again, "if he knew what was best for him."

These stories are so well told, that they are "as good as a play" and better, too, for you can read them and re-read them again to your friends.

SILVER, BURDETT & Co., Publishers, Boston, send us Gen. Thos. Morgan's *Studies in Pedagogy*, which bears the stamp of careful observation and independent thinking. This work is so practical in its suggestions, vigorous in style, admirable in spirit, it cannot

fail to be of essential and permanent service to the four hundred thousand teachers of the United States.

THE CENTURY Co., New York, put up in an attractive form, in fine binding and illustrations, *Daddy Jake, the Runaway*, and other stories, by "Uncle Remus," or Joe Chandler Harris.

These Dialect Stories embody some of the "traditions" of the former slaves in the South, and it is well to preserve them thus.

We get the genuine, unadulterated plantation patois here, of which there will only be traditions in a few years more—hence, we shall hold on to "Uncle Remus" in his fine clothes and life-like illustrations.

EX-MINISTER EDWARD J. PHELPS, in his article on the "Age of Words," in *Scribner's* for December, says of contemporary fiction: "The everlasting repetition, through countless thousands of volumes, of the story of the imaginary courtship and marriage of fictitious and impossible young men and women; and when all conceivable incidents that could attend this happy narrative are used up, and the exhausted imagination of the narrator refuses any further supply, then in their place an endless flow of commonplace and rapid conversation, tending to the same matrimonial result, until it is clear that the parties, if they were real, would talk themselves to death—this is the staple of what is now well called as fiction, because it never could exist in fact. What a food for an immortal mind to live on, year in and year out, as its principal literary nourishment! And what sort of mental fibre is it likely to produce?"

A timely question this. The mental and moral fibre must of course be at a low ebb.

Why not take our set of Dickens' complete works, sent to any post-office in the United States, for less than 7 cts. per volume. This JOURNAL one year and the full set of Dickens for \$2.00.

ADAM SMITH will scarcely answer as an authority on questions of political economy or political ethics in 1890.

Among the striking pages in a recent book, by David A. Wells, on the business and economic changes incident to the introduction of modern machinery, is one which points out many of the inventions, discoveries, etc., now in common use, which have either wholly, or very nearly so, been made within fifty years, which, when one reads it through, seems to contain nearly everything which distinguishes civilization as we know it from barbarism.

Another page calls attention to the fact that whereas in Adam Smith's day he considered it a very wonderful thing that ten men with division of labor and "improved machinery" could make 48,000 pins in a day, nowadays three men can make 7,500,000 superior pins in the time.

What is all this but another way of showing the advantage of intelligence over ignorance—of the results and outcome of the work being done so constantly by the teachers in all our schools—but another proof that intelligence pays and ignorance costs.

HERE is the great versatile intellect of Dickens, gifted far beyond that of most of us, with the results of his life-time of patient study and thought; with his imagination opening to the beauty of life and revealing to us character and its results, such as we get in no other writer that has ever lived. Yes—the teacher or friend who takes this into the neighborhood and makes it accessible to the people—who can estimate such a good or the on-reaching influence of it—a library of over fourteen hundred characters of itself in these fifteen volumes, sent to you, postpaid, for less than 7 cts. a volume. See page 14.

HERE is one of the finest minds England has yet produced, giving us the best wisdom of present and past ages. Put it into your school and let it work on there.

## LOUISIANA

EDITION

## American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. { Editors.  
J. B. MERWIN .....

THESE common schools are the well-springs of intelligence, of law and of order for this nation and for this people. These flow out from them like rivers to refresh and invigorate the people. They and their work, measured by the lowest standard, rise up into the region of the sublime, if only our eyes were open to see it in its fullness and extent.

OH! no, it is not the *binding* of the books you read; it is the matter in them, and what you can get out of them, that helps you to be a better, stronger man and woman, in all the elements that go to make good and great men and women. This is the real thing—and not the *binding* of Dicken's works—at all.

YES—we must have an intellectual system of some kind. Really, to live—what is it, but to think and feel—so, in giving you a set of "Dickens," complete works we want to give you the best and happiest thoughts that wizard could glean from the fourteen hundred and twenty-five characters he depicted. Variety enough surely in these.

## LOUISIANA.

"Matters of great moment,  
Importing to our general good."  
—SHAK.

IT affords us great pleasure to announce the very great improvement in the public schools of the State. In every parish of the west and northwest of Louisiana are to be found excellent schools taught by good teachers.

In the parishes of the east and southern portions we can only speak from the reports of others, that the free schools are good. The public schools of New Orleans are equal to any in the whole Union. The city of Shreveport is making rapid progress in her public school system; so is Monroe; and we say, so is every town and village. Perhaps the greatest improvement is to be found in the body of the public school teachers both male and female.

The Normal School at Natchitoches has turned out, and is turning out, a number of well educated women and men, thoroughly prepared for their life work.

Under the management of the present corps of teachers, with their able President, the Normal School at Natchitoches is doing a world of good, in sending out such a noble band of graduates taught to teach and to make popular with the entire population, the free school system.

Previous to the war, we had no free schools in the northern parishes. The teachers who began the system short-

ly after the close of the war, were too illiterate themselves and generally worthless characters, who went from the plough handle at \$15 per month, to teach a free school at \$25 to \$30 per month, to make the system popular with the people.

It is all changed now. Some of the best educators in these parishes unite with their private schools the public system for three or more months. The pupils are not ashamed to go to free schools. Ten years ago they considered it a disgrace to be known as a free school scholar. Everywhere the people are getting more in favor of the system, and more willing to be taxed for their support.

Very rapid progress has been made in the last ten years, also, in higher education. Private High schools, with increasing numbers each year, are to be found in every parish. The people have been aroused to the importance of the education of their children; and north Louisiana can point with just and laudable pride to her schools—public and private.

No distinction made in the distribution of the public school funds between the white and colored race. Every parish has as many schools for the negro as it has for the white.

It is a source for encouragement to note that the colored teachers grade in their examinations much higher than they did a few years back.

G. D. A.

DR. J. L. M. CURRY, the General Agent of the Peabody Educational Fund, in his address to the Friends of Free Schools in the South, gives us some very interesting and valuable information. He says:

"Prior to the year 1867, there was not any general or efficient public school system in the South.

In the Southern States, excluding Delaware, Maryland and Missouri, the school population, from six to fourteen years, according to the latest and most trustworthy returns, furnished from the Bureau of Education, is, 4,028,775. The enrollment is 3,420,401. The school term of the South in the State schools will not average eighty days, while at the West and the North it is probably double. The teaching in the rural districts is often of an inferior quality; what might reasonably be expected from poorly paid teachers, employed for three or four months in the year. The annual school expenditure in these States is over \$18,000,000."

He quotes Dr. Owens of Roger Williams' College in Nashville, an institution for negroes, as saying "The South has acted nobly in dividing the public funds and providing good buildings." The Southern States, in whose territory the war was waged, and which came out of the struggle crushed and reduced to poverty, have paid nearly or quite \$50,000,000 for the education of the negroes, and Gen. Armstrong,

the able principal of the Hampton school, who commanded a brigade of colored troops, says: "Southern taxpayers are doing more than any others for the negro, by maintaining 16,000 free colored schools at an annual cost of over \$3,000,000. Of every \$100, paid in Southern taxation, \$91.50 are paid by white people."

Only think of it. Out of every one hundred dollars, paid for supporting free schools in the South, the white people pay \$91.50. What a nut for the howling radical thieves and shriekers, negro lovers, and white haters, who want to see a negro's heel on every white woman's neck, from the high courts of heaven, to crack and digest for the next twelve months!

We wish the address of Dr. Curry was in the hands of every Congressman, and that it might be the means of making him a supporter of the Blair Educational Bill. For our sakes, we cannot see how any Southern Congressman could vote against this Bill, and act honestly and conscientiously toward his constituents! G. D. A.

## POOR DAVID.

"This is abominable."  
—SHAK.

WE rather think it will do our teachers good—and their pupils good, too—if they will read together "David Copperfield." It ought to be read pretty soon too. Especially Chapter IV.

Here is an extract; but what idea does an extract give?

We grow rather hot over it—even now—though we have drifted somewhat along, and away from an experience so similar and results so like these that—well, here you have the extract:

"I remember how it used to be, and bring one morning back again.

I come into the second-best parlor after breakfast, with my books, and an exercise-book, and a slate. My mother is ready for me at her writing-desk, but not half so ready as Mr. Murdstone in his easy-chair by the window (though he pretends to be reading a book), or as Miss Murdstone, sitting near my mother, stringing steel beads. The very sight of these two has such an influence over me, that I begin to feel the words I have been at infinite pains to get into my head, all sliding away, and going I don't know where. I wonder where they do go, by-the-by?

I hand the first book to my mother. Perhaps it is a grammar, perhaps a history or geography? I take a last drowning look at the page as I gave it into her hand, and start off aloud at a racing pace while I have got it fresh. I trip over a word. Mr. Murdstone looks up. I trip over another word. Miss Murdstone looks up. I reddened, stumble over half-a-dozen words, and stop. I think my mother would show me the book if she dared, but she does not dare, and she says softly:

"Oh, Davy, Davy!"

"Now, Clara," says Mr. Murdstone, "be firm with the boy. Don't say 'Oh, Davy, Davy!' That's childish. He knows his lesson, or does not know it."

"He does not know it," Miss Murdstone interposes awfully.

"I am really afraid he does not," says my mother.

"Then, you see, Clara," returns Miss Murdstone, "you should just give him the book back, and make him know it."

"Yes, certainly," says my mother; "that is just what I intend to do, my dear Jane. Now, Davy, try once more, and don't be stupid."

I obey the first clause of the injunction by trying once more, but am not so successful with the second, for I am

very stupid. I tumble down before I get to the old place, at a point where I was all right before, and stop to think. But I can't think about the lesson. I think of the number of yards in Miss Murdstone's cap, or of the price of Mr. Murdstone's dressing-gown, or any such ridiculous problem that I have no business with, and don't want to have anything at all to do with. Mr. Murdstone makes a movement of impatience which I have been expecting for a long time. Miss Murdstone does the same. My mother glances submissively at them, shuts the book, and lays it by as an arrear to be worked out when other tasks are done.

There is a pile of these arrears very soon, and it swells like a rolling snow ball. The bigger it gets, the more stupid I get. The case is so hopeless, and I feel that I am wallowing in such a bog of nonsense, that I give up all idea of getting out, and abandon myself to my fate. The despairing way in which my mother and I look at each other, as I blunder on, is truly melancholy. But the greatest effect in these miserable lessons is when my mother (thinking nobody is observing her) tries to give me the cue by the motion of her lips. At that instant, Miss Murdstone, who has been lying in wait for nothing else all along, says in a deep, warning voice,

"Clara!"

My mother starts, colors, and smiles faintly. Mr. Murdstone comes out of his chair, takes the book, throws it at me, or boxes my ears with it, and turns me out of the room by the shoulders.

Even when the lessons are done, the worst is yet to happen, in the shape of an appalling sum."

Better read it all.

## MARK TAPLEY.

"Go read it with me—  
Sad stories, chanced, in the times of old."  
—SHAK.

THERE is room enough in the world here, and work enough for all of us. Let us give all the boys and girls a chance here in America—a good chance, too.

Mark Tapley never got a chance. He was only a "werb."

"Sit down, and take your breakfast, Mark," said Tom. "Make him sit down, and take his breakfast, Martin."

"Oh! I gave him up long ago, as incorrigible," Martin replied. "He takes his own way, Tom. You would excuse him Miss Pinch, if you knew his value."

"She knows it, bless you!" said Tom. "I have told her all about Mark Tapley. Have I not Ruth?"

"Yes, Tom."

"Not all," returned Martin, in a low voice.

"The best of Mark Tapley is only known to one man, Tom; and but for Mark he would hardly be alive to tell it."

"Mark!" said Tom Pinch, energetically: "if you don't sit down this minute, I'll swear at you!"

"Well, sir," returned Mr. Tapley, "sooner than you should do that, I'll comply. It's a considerable invasion of a man's jollity to be made so particuler welcome, but a Werb is a word as signifies to be, to do, or to suffer (which is all the grammar, and enough to, as ever I was taught); and if there's a Werb alive, I'm it. For I'm always a bein', sometimes a doin', and continually a sufferin'!"

"Not jolly yet?" asked Tom with a smile.

"Why, I was rather so, over the water, sir," returned Mr. Tapley; "and not entirely without credit. But *Human Natur* is in a conspiracy agin' me; I can't get on. I shall have to leave it in my will, sir, to be wrote upon my tomb: 'He was a man as might have come out strong if he could have got a chance. But it was denied him.'"

## WASHINGTON

D. C.

EDITION

American Journal of Education  
AND NATIONAL EDUCATOR.

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JERIAH BONHAM, Washington, D.C. Editors  
J. B. MERWIN St. Louis.....

THESE six millions of illiterates stand upon the threshold of this new civilization with its promises and possibilities—and we turn them back into the darkness and helplessness of ignorance. Shame on such a government!

NATURE and humanity both plead for the enlightenment of the six millions of illiterates. Nature which gives us an abundance to do with humanity, in its helplessness and hopelessness which is debauched with ignorance, pleads for action without delay.

HISTORY pleads, by the wrecks of the past, all along the shores of time, with trumpet tongues that this illiteracy shall be enlightened—it teaches that we must educate or we perish.

This work of the common school is to emancipate the people from ignorance and its limitation, and it is to give them power. Is this why, or is this the reason, that we hold six millions in illiteracy?

This bondage must be broken. The common school will break it.

The common school will correct manners, laws, corrupt magistrates, and give strength and stability to the State and National Government. It is worth a thousandfold more than its costs. It must be enlarged and perfected in its work.

DICKENS illuminates all his characters and topics with wonderful flashes of wit, poetry and eloquence, so that every page is a study and a sermon and almost a song. One gets a new idea of the relation of literature to human life in reading the fifteen volumes of this marvelous genius. We get, too, a new sense of the use and power of language in these wonderful descriptions.

Teachers will find their vocabulary greatly enriched by a reading and study of these more than fourteen hundred characters.

THIS dawn of a wiser and happier life, which rises out of our intellectual training and reading—this “other morn” which shall “rise on mid-noon”—this better day for the people—comes from the great work our teachers are doing in the common schools of the country.

Our teachers come with both hands full and hang their garlands of triumph on the altar of our common schools, and the people acknowledge

and rejoice in these triumphs—knowing they bring peace and prosperity.

LET us understand that Heaven is not a compensation for life, but the fullness and perfection of life—so do not let your torch of faith burn dim and go out in unbelief.

This hideous leprosy of illiteracy is constantly spreading. It is a gangrene on our body politic. A cancer eating out the patriotism and blighting the life of over six millions of people here in the United States.

THIS WILL HELP YOU.  
“Corrupt, and tainted, with a thousand vices.”

Suppose you could place this vivid picture and the more than *fourteen hundred and twenty five* other portraits drawn by Dickens, in the homes of the people, that should go on teaching and repeating such lessons—would you not be teaching and working to some purpose beyond the session you teach or the money pittance you can secure?

When our four hundred thousand teachers in the United States rise up into this realm of work and influence, the people will come to recognize them as the evangelists of a new and a grander life, and put a vastly higher value, as they ought to do, upon those who germinate such influences.

Yes, Dickens wrote for a purpose.

## ILLITERACY, like Saturn, destroys its own children.

THESE teachers, standing between darkness and dawn, show the children the far horizon of an ever-widening intelligence and the power it brings. They are the seers—the interpreters of a new life.

THESE teachers bring and reveal a light, which ripens the states and the nation into power and into glory.

DICKENS renders ignorance, intemperance and vice visible by his vivid pictures and so becomes a great teacher.

THESE “ships of thought”—these fifteen volumes of Dickens works—over five thousand pages of which you secure and land in your school or neighborhood, carrying to your friends their precious freight of sentiment, knowledge, wit, wisdom, pathos—so that the whole community may feed upon and enrich generation after generation—what teaching or influence is more lasting or more valuable than this!

## THE BLAIR BILL.

“The gift is good.” —SHAK.

THE Bill appropriates annually for eight years the following sums, to be “expended to secure the benefits of common-school education to all the children of the school age, in the United States.” First year, \$7,000,000; second year, \$10,000,000; third year, \$15,000,000; fourth year, \$18,000,000; fifth year, \$11,000,000; sixth year, \$9,000,000; seventh year, \$7,000,000; eighth year, \$5,000,000. The money is to be divided among the several States and territories and the District of Columbia, in proportion to illiteracy—the computation to be made according to the census of 1890. There are to be separate schools for the white and colored children.

Could any lesson from any text book

## “Like Magic,”

THE effect produced by Ayer's Cherry Pectoral. Colds, Coughs, Croup, and Sore Throat are, in most cases, immediately relieved by the use of this wonderful remedy. It strengthens the vocal organs, allays irritation, and prevents the inroads of Consumption; in every stage of that dread disease, Ayer's Cherry Pectoral relieves coughing and induces refreshing rest.

“I have used Ayer's Cherry Pectoral in my family for thirty years and have always found it the best remedy for croup, to which complaint my children have been subject.”—Capt. U. Carley, Brooklyn, N. Y.

“From an experience of over thirty years in the sale of proprietary medicines, I feel justified in recommending Ayer's Cherry Pectoral. One of the best recommendations of the Pectoral is the enduring quality of its popularity, it being more salable now than it was twenty-five years ago, when its great success was considered marvelous.” R. S. Drake, M. D., Beloit, Kans.

“My little sister, four years of age, was so ill from bronchitis that we had almost given up hope of her recovery. Our family physician, a skilful man and of large experience, pronounced it useless to give her any more medicine; saying that he had done all it was possible to do, and we must prepare for the worst. As a last resort, we determined to try Ayer's Cherry Pectoral, and I can truly say, with the most happy results. After taking a few doses she seemed to breathe easier, and, within a week, was out of danger. We continued giving the Pectoral until satisfied she was entirely well. This has given me unbounded faith in the preparation, and I recommend it confidently to my customers.”—C. O. Lepper, Druggist, Fort Wayne, Ind.

For Colds and Coughs, take

## Ayer's Cherry Pectoral,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.  
Price \$1; six bottles, \$5. Worth \$5 a bottle.

## TOOLS TO WORK WITH.

OUR tax-payers and school officers, too, understand now, that good Blackboards all around the schoolroom; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledgehammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these “tools to work with,” but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 48 and 49) that directors shall provide these necessary articles.

Yes, by all means loan out your “Dickens!” This flexible binding will last two or three generations, and five hundred readings.

**A GREAT FORCE.**

"The force of his own merit,  
Makes his way." —SHAK.

**I**N a sketch of the "Life and Works of Charles Dickens, Mr. F. B. Perkins says:

"Mr Dickens is among that class of rare and great geniuses who have produced what was of high intrinsic excellence, who have produced much, and whose labors have been greatly acceptable, because in harmony with the spirit of their age! He gave very great pleasure, and he did great good. He has not written a wicked word, and he has written many volumes of good ones. He has never encouraged nor justified nor beautified revenge nor falsehood, impurity nor crime, nor sin. He has invariably and powerfully presented them as evils and unhappiness, and has shown virtue to be its own reward, and to be likely, moreover, to win all other desirable rewards. He was by vocation a great realist delineator of the human nature around him; sympathetic, kindly, loving, good; hating and fighting evil; equally a master of the pathetic and the humorous, the terrible, the grotesque, and the kindly. He was a great *Force*—self-made, laborious, energetic, and of immense executive ability; a great *Truth*—seeing, understanding and interpreting; a great Good—giving pleasure and not pain, powerfully helping the Right and combating the Wrong. He was the greatest English humorist, the second greatest English novelist (for Scott must be given the first place), and, beyond all comparison, the greatest novelist reformer of any age."

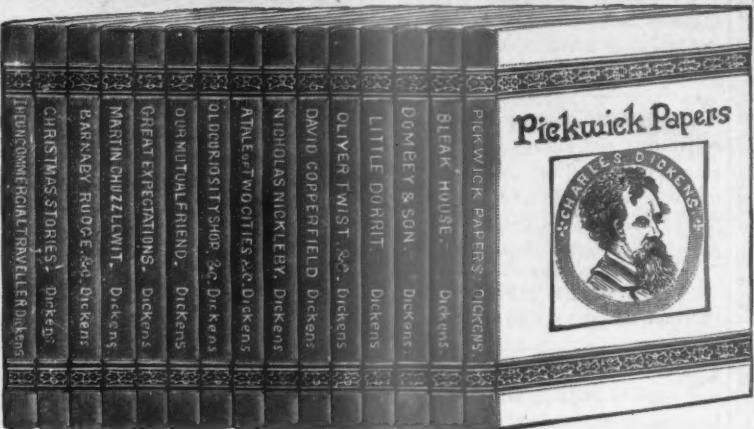
WHAT proportions and what forms of men and women are to be developed by the common schools when we put them and equip them for doing their best work now? We are rather painfully mean and parsimonious towards them at present. We ought to insure better compensation for our teachers in all the States, without further delay.

YES—what every teacher owes the people is power—that is exercise and expansion of your capacity and sympathy with everything good; where every pulse-beat and each separate influx of intelligence is a step upward and onward.

THESE four hundred thousand teachers, if they but realized their power or their mission in these States, would be flaming tongues of fire pleading for intelligence; illuminations scattering the darkness of ignorance and inciting with the light of intelligence, power and peace.

THIS gin-and-water trash of the dime novel order, can be easily supplanted now by introducing Dickens' stories to the young and the old everywhere—fifteen volumes for a dollar, you see is less than seven cents a volume, sent you with this JOURNAL a year post-paid. See page 14.

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Charles Dickens is eminently the novelist of the people. His books teem with shafts of sparkling wit, touches of pathos, thrusts of satire; his characters are original and real as well as quaint and grotesque; he unmasks vice in all its forms. The lights and shadows of life are delineated in a thrilling and dramatic style. To own a complete set of his incomparable books is to be possessed of an inexhaustible mine of interesting literature. No person is well read who has not perused them.

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HARD TIMES,  
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FOUR hundred thousand teachers and more in the common schools and in the private schools in the United States are bending to their great work.

Light comes; power comes; conscience is quickened; intelligence, seizing the truth, feeds and grows upon it. It outruns and outreaches the bigot in politics, in law, in creed. This work cannot be put out or eliminated.

Better get ready for it and welcome it. The common school enfranchises the people. Let us extend and perfect it in all the States, until every child shares its beneficent results.

In our devotion to the cultivation of the intellect in our schools, let us beware of impairing the virtue of the heart and moral consciousness. Nothing we gain for the intellect will compensate for this.

You and I know all this  
TO BE TRUE.

OUR teachers, school officers, and others, interested in the progress and success of our common schools, begin to realize the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long successful, practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with proper tools to work with in the school-room, is WORTH from \$10 to \$50 MORE per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The children need these "HELPS" more than any one else.

Provision should be made by every school to furnish these tools to work with, without further delay.



You and I, and the School Officers  
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H. C. B."

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THE Northeast Missouri District Association will be held in Moberly Dec. 25, 26 and 27. Persons wishing rooms secured before arrival should address Supt. L. E. Wolfe, Moberly, Mo. D. A. McMillan, President.

We learn that the next meeting of the N. T. A. is to be held in St. Paul, Minnesota.

POSTAGE should be reduced to one cent, and the registration fee to five cents at once.

WE beg of our contemporaries not to speak too loud or too often of the "ring" that run the N. T. A. The teachers will certainly hear of it if they do—and then what will become of that position of the Permanent Secretary at a salary of \$3,000 a year. Have they so soon forgotten the fate of Bro. Bicknell and "the rocket and stick business"? Perish the thought!

MAYOR GRANT has appointed two ladies, members of the School Board in New York City—Mrs. Agnew and Mrs. Williams.

Every large city in the country should have educated women as members of the School Board. We hope to see St. Louis and Chicago follow the example of Boston and New York in this respect at the next election.

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